

# Story-based Grammar Instruction Lesson Plan Rubric

	OBSERVER (AUDITION QUALITY)	STUDENT (PRACTICE QUALITY)	INTERN (DRESS REHEARSAL QUALITY)	PROFESSIONAL (PERFORMANCE QUALITY)	POSITIVE COMMENTS	SUGGESTIONS FOR IMPROVEMENT
<b>DELIVERY</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Seven to ten minutes long</li> <li><input type="checkbox"/> All group members were present, well-prepared, and contributed equally</li> <li><input type="checkbox"/> Teachers speak clearly, audibly, and with authority</li> <li><input type="checkbox"/> Teachers consistently speak at a measured pace that significantly improves student comprehension</li> <li><input type="checkbox"/> Teachers use voice and body language to engage students and to make the text more comprehensible</li> <li><input type="checkbox"/> Well-rehearsed; Familiarity with text enables teachers to provide extratextual support when needed</li> <li><input type="checkbox"/> Teachers appear competent, confident, professional, and comfortable in front of class</li> <li><input type="checkbox"/> Monitoring thorough, helpful, and unobtrusive</li> </ul>	<b>Less than 3 or more than 10</b> <p>Group members <b>absent</b> or <b>do not speak</b> and group is <b>unprepared</b></p> <p>Speech is <b>unintelligible</b>, hard to hear, &amp; lacks authority</p> <p>Teachers speak <b>so quickly</b> that students find it nearly <b>impossible to understand</b></p> <p>Teachers <b>do not use voice or body language</b> to engage students or to support comprehension</p> <p>Unrehearsed; Teachers' lack of familiarity with text causes them to <b>stumble through it</b>, making it impossible to support students' comprehension</p> <p>Teachers are so incompetent, insecure, or uncomfortable that they <b>lose effectiveness/control</b></p> <p><b>No monitoring</b></p>	<b>3-4 minutes long</b> <p>All group members are present, but <b>1 group member contributes little</b></p> <p>Speech is frequently <b>mumbled, hard to hear</b>, and/or lacks authority</p> <p>Teachers speak <b>so quickly</b> that students often have <b>trouble understanding</b></p> <p>Teachers use voice and body language to engage students and support comprehension <b>somewhat accidentally</b></p> <p>Semi-rehearsed; Teachers' <b>heavy reliance on text</b> makes it <b>hard for them to stray from it or add to it</b> support students' comprehension</p> <p>Teachers' incompetence, discomfort, and/or lack of confidence <b>undermines professionalism</b></p> <p>Monitoring is <b>unhelpful or obtrusive</b></p>	<b>5-6 minutes long</b> <p>Group members are present and prepared, but <b>contributions imbalanced</b></p> <p>Speech is <b>usually clear, audible, and authoritative</b></p> <p>Teachers usually speak at a pace that is <b>comprehensible for students</b></p> <p>Teachers use voice and body language to engage students &amp; support comprehension <b>at times</b></p> <p>Well-rehearsed; Teachers seem familiar with the story, but <b>reluctant to stray from it, to add to it, or to use props</b> to support student comprehension</p> <p>Teachers often appear competent and/or confident, but <b>does not always seem comfortable or professional</b></p> <p>Monitoring <b>not always thorough</b>, but helpful and unobtrusive</p>	<b>7-10 minutes long</b> <p>All members are present, <b>well-prepared</b>, and appear to have <b>contributed equally</b></p> <p>Speech is <b>consistently clear, audible, and authoritative</b></p> <p>Teachers consistently speak at a <b>pace</b> that <b>significantly improves comprehension</b></p> <p>Teachers use voice and body language to <b>consistently</b> engage students and support comprehension</p> <p>Polished; Teachers' <b>familiarity</b> with the story allows them to <b>easily stray from it, add to it, and/or use props</b> to support students' comprehension</p> <p>Teachers appear <b>competent, confident, comfortable, and professional</b> in front of the class</p> <p>Monitoring <b>thorough, helpful, and unobtrusive</b></p>		
<b>PLANNING, SEQUENCING, AND ORGANIZATION</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Plan is so neat, detailed, and well-organized that it could be executed by a sub who does not speak the TL</li> <li><input type="checkbox"/> The plan is carefully structured and sequenced according to the PACE Model to scaffold learners' understanding</li> </ul>	<p>No plan provided, or plan is messy, poorly organized, and would be <b>difficult for any sub to execute</b></p> <p>The plan is <b>poorly structured</b>, does <b>not follow a logical sequence or the PACE Model</b>, and <b>does not scaffold learner's understanding</b> well</p>	<p>Plan could be executed by a sub, but not without <b>major difficulties because it lacks organization, clear instructions, and details</b></p> <p>The plan is not well-structured, <b>strays from the PACE Model</b>, provides little scaffolding for learners, and its <b>sequence is likely to confuse learners at times</b></p>	<p>Plan is neat and well-organized, but could only be executed effectively by a <b>sub who speaks the TL</b> because it lacks details</p> <p>The plan is <b>well-structured</b>, but <b>not always carefully sequenced with the PACE Model or the scaffolding of learners' understanding in mind</b></p>	<p>Plan is so neat, detailed, and well-organized that it could be executed effectively even by a <b>sub who does not speak the TL</b></p> <p>The plan is <b>carefully structured and sequenced according to the PACE Model</b> to scaffold learners' understanding</p>		

## Story-based Instruction Lab Rubric (Continued)

	OBSERVER (AUDITION QUALITY)	STUDENT (PRACTICE QUALITY)	INTERN (DRESS REHEARSAL QUALITY)	PROFESSIONAL (PERFORMANCE QUALITY)	POSITIVE COMMENTS	SUGGESTIONS FOR IMPROVEMENT
<b>CONTENT &amp; COMPREHENSIBILITY</b> <input type="checkbox"/> <i>Quality, culturally authentic text appropriate for 2<sup>nd</sup> year FL learners</i> <input type="checkbox"/> <i>Students are prepared to actively engage with the text through significant connections to their prior knowledge, pre-reading activities, modeling, multiple examples, and helpful support materials</i> <input type="checkbox"/> <i>Students co-construct explanations of grammatical structures &amp; the story is used as a tool to engage and support them in doing so</i> <input type="checkbox"/> <i>Extension activities give students opportunities to use the grammar to communicate for meaningful purposes</i> <input type="checkbox"/> <i>Students pass through the text multiple times, in a variety of ways, and for a variety of purposes</i> <input type="checkbox"/> <i>Teachers use the target language exclusively with many strategies to support 2<sup>nd</sup> year language learners</i> <input type="checkbox"/> <i>Students do most of the thinking, talking, &amp; working</i>	<p>Text of <b>poor quality</b> and/or <b>inappropriate</b> for 2<sup>nd</sup> year FL learners</p> <p>Students are <b>not prepared</b> to use the text; Their prior knowledge is ignored in the activity, and connections, models, examples, and support materials are either <b>non-existent or confusing</b></p> <p><b>Students do not explain</b> anything, and <b>teachers do not refer to story</b> when explaining grammatical structures</p> <p>Extension activities are <b>not a part</b> of the lesson</p> <p>Students pass through the text only <b>one time, in one way, for one purpose</b></p> <p><b>More English is used</b> than the target language, or the teachers make <b>no attempt to support</b> 2<sup>nd</sup> year language learners</p> <p><b>Teachers do all</b> of the thinking, talking, &amp; working</p>	<p>Text of <b>limited quality</b> and/or only appropriate for 2<sup>nd</sup> year FL w/ <b>adaptations</b></p> <p>Students are prepared to engage only in <b>one part</b> of the text with pre-reading activities and <b>spotty</b> connections to prior knowledge; Modeling, examples, and support materials are <b>often missing</b></p> <p><b>Students</b> tend to <b>provide examples but not explanations</b> of grammatical structures, and <b>teachers seldom refer to the story</b></p> <p>Extension activities give students opportunities to practice the grammar, but they are <b>not communicative</b> in nature</p> <p>Students pass through the text <b>multiple times</b>, but in the <b>same basic way</b> and for the <b>same basic purpose</b></p> <p>Teachers use the TL, but it is <b>seldom geared to support</b> 2<sup>nd</sup> year language learners and/or teachers <b>lapse into English when they get stuck</b></p> <p><b>Teachers do most</b> of the thinking, talking, &amp; working</p>	<p><b>Quality</b> text appropriate for 2<sup>nd</sup> year FL learners, but <b>not culturally authentic</b></p> <p>Students are prepared to work with the text in <b>limited</b> ways through <b>superficial</b> connections to their prior knowledge, pre-reading activities, modeling, examples, and/or support materials (<b>not enough</b>)</p> <p><b>Students co-construct</b> limited explanations of grammatical structures, but <b>teachers draw heavily on the story</b> to engage and support students</p> <p>Extension activities give students opportunities to communicate, but <b>more for grammar practice than meaningful purposes</b></p> <p>Students pass through the text <b>multiple times</b>, and in a <b>variety of ways</b>, but for the <b>same basic purpose</b></p> <p>Teachers <b>primarily</b> use the TL with only <b>sporadic support</b> of 2<sup>nd</sup> year language learners, and some <b>deliberate usage of English</b> may be present</p> <p><b>Students do much</b> of the thinking, talking, and working</p>	<p><b>Culturally authentic, quality</b> text <b>well-adapted</b> to 2<sup>nd</sup> year FL learners</p> <p>Students are prepared to <b>actively</b> engage with the text through <b>significant</b> connections to their prior knowledge, pre-reading activities, modeling, multiple examples, and/or <b>helpful</b> support materials</p> <p><b>Students co-construct</b> explanations of grammatical structures and the <b>story is used as a tool</b> to engage &amp; support them in doing so</p> <p>Extension activities give students opportunities to <b>use the grammar to communicate for meaningful purposes</b></p> <p>Students pass through the text <b>multiple times</b>, in a <b>variety of ways</b>, and for a <b>variety of purposes</b></p> <p>Teachers use the target language <b>exclusively</b> with <b>many strategies to support</b> 2<sup>nd</sup> year language learners</p> <p><b>Students do most</b> of the thinking, talking, &amp; working</p>		
<b>EFFECTIVE USE OF SUPPORT MATERIALS</b> <input type="checkbox"/> <i>Creative planning and execution holds students' attention</i> <input type="checkbox"/> <i>Professional, easily seen support materials are helpful &amp; improve comprehension</i>	<p>Students are <b>inattentive</b></p> <p><b>No support materials</b> were used</p>	<p>Students have <b>difficulty</b> paying attention</p> <p><b>Few support materials</b> are used, and/or those that are used are <b>hard to see</b> from back of the room, look <b>unprofessional</b>, or <b>distract</b> from the presentation</p>	<p>Students are <b>attentive most of the time</b></p> <p>Support materials are <b>not authentic, professional, or easily seen</b> from back of the room, but they are <b>helpful</b> and make the presentation more comprehensible</p>	<p>Students are <b>continuously attentive</b></p> <p>Support materials are <b>authentic, professional, easily seen</b> from the back of the room, <b>helpful</b>, and make the presentation more comprehensible</p>		
<b>ACCURACY</b> <input type="checkbox"/> <i>Few if any errors—very accurate model</i>	<p><b>Abundance of major errors</b>—very <b>poor, inaccurate model</b> for students</p>	<p><b>Frequent/major errors</b> disrupt comprehensibility and might be noticed by students</p>	<p><b>Several minor errors</b> do not disrupt comprehensibility and would probably not be noticed by students</p>	<p>Few if any errors—very <b>accurate model</b> for students</p>		